Course SLO Assessment
There are 282 courses or course clusters on the Master Course List for SLO Assessment and as of spring 2012, 94 (33%) had assessment activities underway. During fall 2012, the goal is to increase this to 141 (50%) and to 210 (75%) in spring 2013 and to be at 100% during fall 2013.

Within the Framework for Course SLO Assessment, use the Master Course List for SLO Assessment to track course assessment activity over time, in conjunction with the Documentation of Assessment Activities and Results mentioned below.

When course assessment involves multiple sections of a course and there are sufficient sections taught in both face-to-face and online formats to warrant comparison, we should explore course assessment to compare results between the two formats.

As described in the ACCJC Annual SLOA Report from March 2013, course assessments are now at 55% in progress or ongoing as of Spring 2013 (165 out of 296). A few additional classes were added to the Master Course List based on course assessments that faculty had completed that were not yet on the list, increasing the total number from 282 to 296.

Course assessments have been tracked and documented in Fall 2012 and Spring 2013, and a system is in place for reporting assessment plans for each semester and following up on status of course assessments from the previous semester. Deans have been instrumental in helping gather this data from faculty in their divisions and reporting it to SLOAC co-chairs to chart. Charts are posted on the SLOAC website and updated at the beginning of each semester, along with the Master Course List.

At least one assessment (English 101B) has included comparison of SLO achievement in in-person and online sections, which had been another goal for the year. We are continuing to encourage assessment of online vs. in-person classes, and online and hybrid courses are being assessed on their own, as well (i.e. in Spanish 101A).

In addition, as part of the work of the President’s Process Assessment Committee (PAC), the system for reporting, tracking, documenting, and viewing course assessments is being reviewed and streamlined, including reworking of the Course Assessment area of the CurricUNET Program Review Module.

SLOAC is also proposing an extension of the Course Assessment cycle to four years (from three years), in response to concerns about faculty workload. Approval by SLOAC is expected at the May 16, 2013 final SLOAC meeting of the year. If approved, the proposal will be brought to the Curriculum Committee and Faculty Senate for further endorsement.

Program Level SLO Assessment
There are 52 instructional program areas and as of spring 2012, 43 (83%) had program level SLO assessment plans underway. By spring 2013, the goal is to have 100% with SLO assessment plans underway.

As included in the Annual ACCJC SLOA Report from March 2013, we have identified 75 instructional programs (including certificates, degrees, and other programs), and 91% have ongoing assessment of Program SLOs (68 out of 75).
Additionally, a Program Assessment Tracking Chart, showing which programs have had PSLO assessment projects included in their program reviews, has been developed is posted on the SLOAC website. This chart will be updated annually in the spring.

Program SLO assessment will continue to be a regular part of program review, and refinement of this area of the PR Module in CurricUNET will continue in Summer and Fall 2013, as begun this spring by PAC. Program assessment is ongoing, though the Program Review cycle has been extended from an annual to a three-year cycle for comprehensive reviews, as proposed by PAC, in response to concerns about workload. (PIOs will continue to be reported annually, along with Course Assessments.)

College Level SLO Assessment  
At Ohlone, College Level SLOs are defined as the SLOs for the GE Plan A Areas.

Working from the GE Assessment Project Action Plan development at the October 2011 ACCJC/WASC Assessment Retreat, and taking into consideration the Analysis of Course Enrollment in GE Plan A Areas and the review of course assessments underway in spring 2012, the goal is to further develop the vision of integrating course assessment of target courses with the GE Plan A Area SLOs to form an embedded system of GE Assessment.

Determine the best way of tracking alignment of course SLOs with GE Plan A SLOs and documenting GE assessment and improvements and then implement the plan.

As described in the ACCJC SLO Report from March 2013, all 18 of Ohlone’s GE Plan A Institutional SLOs have ongoing assessment projects as of Spring 2013 (100%). Currently, GE assessment is being done as part of course assessment. Thirty-six courses have been identified as Target Courses for GE assessment, based on high enrollment of courses in each GE area. Twenty-two of 36 GE target courses have been assessed, and six more are pending, with a total of 28 out of 36 completed or in process (78%). The GE target course list is posted on the SLOAC website, along with an updated chart of course assessments completed or underway in each GE area. This chart will be updated annually.

Processes for streamlining GE assessment and improving communication about expectations and processes will continue to be addressed by the GE committee. The SLOAC co-chairs will continue to work on GE assessment in conjunction with the GE chair. The GE chair position is now a 25% reassigned time position to help compensate for added responsibilities involving course approvals and assessment.

Dissemination and Dialogue on SLO Assessment Results  
We will conduct at least 10 SLOAC meetings (at least five per semester) with a goal of having at least 12 presentations by faculty of their SLO assessment work and results.

We have had 16 faculty and 1 staff presentation of assessment projects at SLOAC meetings in Fall 2012 and Spring 2013. Presenters this year represented English, Speech/LRC, Math, Environmental Science, Business, Spanish, Multimedia, Japanese, LSP, Registered Nursing, Interpreter Preparation, ESL, Athletics, and Interpreting and Accommodation Services.

Presentations are posted on the SLOAC website, along with an archive of presentations from 2011-12. Dialogue about assessment based on presentations has been an integral part of SLOAC meetings and has been an enriching and rewarded part of the work of SLOAC. Presenters have also benefitted from the process, and ideas have been disseminated around the college, not only via online documents, but via
word of mouth through informal discussions around campus and in other committee and department meetings. Dialogue and summaries of presentations are also included in SLOAC meeting minutes. We plan to continue to include faculty presentations and dialogue on assessment next year at SLOAC.

**Documentation of Assessment Activities and Results**

Develop multiple strategies for faculty and Departments to document assessment activities and results including direct entry to the CurricUNET program review module, attachments to the module, and possibly a college wide web site for posting of assessment activities and results.

Besides the tracking charts mentioned above, which are posted on the SLOAC website, and in addition to assessments which are posted on the website from faculty presentations, annual assessments are still being attached to program review reports in the PR Module in CurricUNET. Discussions have begun in both SLOAC and PAC about how to streamline this process and improve the CurricUNET tool. PAC will continue to work on this in Summer and Fall 2013, with the goal of simplifying the uploading process and creating a central viewing page for course assessments.

**Faculty Development for SLO Assessment**

Provide SLO Assessment workshops during Learning College week and throughout the semester.

Provide individual and small group training for program review, student learning outcomes, and assessment, CurricUNET program review module, and other tools and strategies for SLO/A.

Encourage attendance at SLO assessment conferences/workshops off campus and ask faculty to share what they have learned when they return to Ohlone.

Deb Parziale has been available this year in both Fall 2012 and Spring 2013 to work one-on-one with faculty and staff on assessment projects and has scheduled sessions several hours each week for this work. GIDD was well attended at the Newark campus during August 2012 Flex week (over 90% of faculty participated) and in January 2013 Flex week (over 70% participation). Dean attendance at GIDD has been helpful, along with support from SLOAC co-chairs and Deb Parziale. GIDD will continue as part of Flex Week next year.

Flex week workshops in Spring 2013 included sessions on improving teaching and learning through the use of various tech tools in both online and in-person classrooms. Workshops were given on Animoto, Facebook and other forms of Social Media, Blackboard, and Jing, and there was also a retreat for ESL instructors on the use of Voice Thread and other online tools for use in the ESL classroom. Possible workshops for next year may include sessions on research practices and techniques related to all areas of assessment, with outside presenters, possibly from the RP Group.

Faculty leaders attended a variety of conferences relating to SLOA in both fall and spring. Alison Kuehner attended the Student Success conference in Fall 2012, and reported back to SLOAC on the ACCJC rubric for SLOA effectiveness and expectations for the annual SLOA report for March 2013. In November 2012, SLOAC co-chair Rachel Sherman and AVPAA Leta Stagnaro attended the Accreditation Liaison Officer meeting in Fresno and reported back on expectations for the accreditation self-study relating to SLOA. In February 2013, Jeff O’Connell (Faculty Senate President), Jesse MacEwan (Curriculum Chair), KG Greenstein (GE Chair), Mike Holtzclaw (Dean, Science, Engineering & Math), and Rachel Sherman (SLOAC co-chair) attended the state Academic Senate Accreditation Institute in San Jose and reported back on hot topics, DE expectations, and good practices relating to accreditation and SLOA.